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Use and Abuse of Professional Study

Journal of EDUCATION

BOSTON, MASS.
Vol. CXI, No. 13

March 31, 1930

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JOURNAL of EDUCATION

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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Platoon School in Modern Life

MODERN life is the creation of a variety of conditions resulting from recent discoveries, inventions and developments.

The school is the greatest business of every family, community and county. It must adapt itself to all races and creeds, to all languages and nationalities, to all social and civic needs.

The traditional school is as much out of date as a hotei without running water, electric lights and private baths.

No one is educated for decent society who has not learned the right way to do the right things at the right time. One must know how to study as long as he lives. One must learn how to earn the most in the best way and how to make the best investment of salary and savings, of time and talent.

Profitable use of playtime is as vital as the use of a machine.

Diversified school life is as important as diversified agriculture. Book learning that is not marketable is almost as bad as cotton, sugar or rice, wheat or corn, beef or pork that cannot be sold.

The worth of education is its market in health and wealth, in social and civic improvement, in fellowship and friendship, in opportunity and responsibility.

The "work-study-play" is a sacred educational trinity. It is the creation of a capacity to live and enjoy living, to labor and enjoy the fruit of one's labor, to love and be loved.

The Platoon School is the best assembling plant of modern life through the work-study-play daily experiences of race, creeds and language.

There is no merchandise that is equally salable every hour of the day, every day of the week, every week of the year.

There is no school subject that will be studied with equal zeal every hour of every day in every season.

There is no school game that will appeal to all children every month of the year.

The Platoon School is the one creation in education that is every way modern in spirit and purpose, in principles, methods and devices. It is Modern Life in Education.

Teacher Placement in Service

FOR the first time since the creation of man civilization is universally possible. For the first time since Civilization dominated many leading countries in the world it is in jeopardy.

The problem of Teacher Placement will have large influence in solving the problem of marketing civilization to all peoples of all continents.

Teacher Placement had no significance before 1830 and was of slight importance until Modern Education after 1870. Then Commercial Placement became so profitable as to create active rivalry.

Near the end of the century Professional Placement of Teachers was developed because of the unethical tendency of some over-zealous commercial agencies.

While many commercial placement bureaus and agencies remained loyal to business standards there were rumors that a few tried to charge for service not rendered and these few were magnified by professionalists and professional institutions organized Placement departments for service to their graduates.

They were primarily for protecting their graduates against what they regarded as discrimination in favor of experience as against teacher training.

Even where there was nothing unethical it was regarded as good business to make a tempting vacancy by the promotion of one in service. This was regarded as discrimination against professional preparation.

Professional Placement Departments in universities, schools of education, etc., became universal before 1920.

Naturally the Commercial Placement Agencies developed skill in spotting promising talent among seniors and placing them potentially while universities were regarded as morally bound not to play favorites.

This produced widespread suspicion that the rank and file of teachers were at a disadvantage in both commercial and professional agencies, and, as a result, Public Placement was demanded of State Departments of Education and of State Education Associations.

Whenever universities have more graduates than can be placed they will have uncomfortable "boring from within" and Public Placement Departments are sure to have tragic experiences by inability to place every one who thinks she has a righteous claim to a position which cannot possibly be provided.

It is already clearly demonstrated that the future of Teacher Placement will be tested and measured by efficient service on strictly ethical lines.

It is clearly evident that the tendency is to promote from rural to suburban position, from suburban to urban opportunities and to promote within city systems on the basis of demonstrated success in helping boys and girls to a better life and a better living out of school, and after leaving school, rather than by attractive classroom methods and devices.

Placement success hereafter will depend upon the disinterested recommendation of the greatest variety of talent from the widest range of responsibility.

This means that the Placement Agency that has the greatest confidence of those who select teachers, and places educational personality above traditions and above captivating individuality will command the market in the future.

Teacher Placement will be a high art in education

Important as is teacher preparation, Teacher Placement is equally important.

An unplaced or misplaced prepared teacher is of slight service to education.

Civilization is promoted primarily by the skillful placement of scientifically prepared teachers who have demonstrated high art in making the best use of the opportunities and responsibilities of the school.

Some 90,000 children in North Carolina are transported daily by 2,317 busses to and from consolidated schools.

Group Insurance for Teachers

THE Research Division of the National Education Association, under John K. Norton, is rendering inestimable service to all teachers by research activities that are of vital present concern.

Unfortunately, the term "research" has very generally been associated with a study of the past, often of the distant past.

Dr. Norton has the courage to use it for education as it is always used in industry, and his two-column eight-page (8½ by 11 inches) presentation of all the significant facts about "Group Insurance for Teachers," price 25 cents, is as masterful a document as has ever been prepared on any special subject by any organization.

Such service as this will repay the teachers many times over for the membership fee.

It easily leads all other professional service in completeness of information, in elimination of unimportant material, in giving State Education Associations the special credit which is their due.

Such service places the National Education Association in the front rank in scientific service.

University of California

ON MARCH 27 the University of California at Los Angeles dedicated the new campus and buildings. This scholastic equipment of buildings and grounds is nowhere surpassed, and is the most America-minded scholastic plant in the country.

Scenically, architecturally, scientifically, and artistically this institution is the latest thought in the education of American youth.

The regents of the University of California have met their responsibility nobly, and have provided Southern California with as complete and satisfactory a university equipment as though it were the only State University plant in California.

Selecting 100 College Men

THE Firestone Tire and Rubber Company, Akron, Ohio, is sending Arthur G. Ridgley to visit fifty-two colleges and universities to meet seniors who will be interested in an invitation to accept employment with that company, which will need about one hundred young men in the autumn.

There are many large concerns which send an expert to all the leading colleges and universities that have students likely to desire such opportunities as they have to offer.

These spotters usually interview both junior and senior students, often offering vacation work to the juniors as an opportunity for the student and the corporation to estimate each other.

Columbia University gets $610,000 by will of Mrs. Ada Byrons Brampton Tremaine of Rockport, Maine.

School of Education Building

THE dedication of School of Education Building, New York University, February 28 and March 1, was an important event in the history of education.

The forty-eight-page program of dedication exercises takes rank with any national affair, and every feature of the program fitted the scholastic dignity and professional spirit ideally.

New York City needs this new School of Education equipment for, as a world centre, the city needs the academic, professional and applied arts leadership that this School of Education makes possible.

Destructive Glee

HERBERT HOOVER met the highest expectations of his most ardent champions in his famous address on Boy Scouts.

When in all literature have there been two more effective words joined than in the expression "Destructive Glee"?

Where in all history have there been two words that met every crisis, industrially and financially, domestically and religiously, nationally and internationally, as Destructive Glee characterizes everything in gangland and Holyland, in the United States Senate and the London Conference?

The expression may not live in literature, because it will be impossible for the most skillful research to make any one understand in 1950 the temper and temperament of 1930.

San Diego, California

IT IS OF high value to have facts about city schools widely known. There are local influences that can never be dwelt upon, but results are important because they lead to rival claims.

California elementary and secondary schools are all relatively new and generally superior in all respects.

For many reasons the schools of Southern California lead the schools of the state, and consequently of the country. This makes the claim of San Diego to leadership worthy of national attention. The study is based on the twenty cities of the state of more than 20,000 population. Many of these cities have more than 50,000 population, and are for all sections of the state. San Diego is the fourth largest city in the state.

The average increase in enrollment is 2,000 annually. Three-fourths of the school tax is for instructional salaries, which is the highest in the twenty cities.

The schools get thirty per cent. of the city and county taxes, which is the lowest in the United States.

The state pays twenty per cent. of the cost of the schools; the county twenty-seven per cent; district tax, forty-eight per cent. The other five per cent. income is incidental.

The cost of education per child in San Diego is about $106 a year.

Radio-Minded

IT IS INTERESTING to follow the development of the use of the radio in the schools. In Southern California T. R. Woodbridge has given forty battery-radio sets to the Ontario-Upland union high school to be used by students in experiments in science. This will promote science more than any amount of discussion as to the use and abuse of science. The radio in education is vastly more important than in entertainment.

Cora Frances Stoddard, 400 Boylston Street, Boston, will give full particulars for essay contest of Junior Colleges. Award $25; subject, "Alcohol or Tobacco."

Belding's Page

REDUCING THE COST.

OF COURSE, when all's said and done, the greatest teacher is experience. The purpose of formal education, in one way of looking at it, is to reduce the enormous cost of tuition in the school of experience.

That education is entitled to be called most practical which best simulates or prepares for experiences which are likely to come later.

Ever since schooling began, the purpose behind it has been to fit the child for experience.

The schools have got off the track—if you will pardon the mixed metaphor—by remaining in a rut. That is to say, the set of experiences which each generation should be prepared to meet differs from the set of experiences of the preceding generation. And education has sometimes gone along, not for two or three but for many generations, dealing with the same subject matter in the same old way.

That is what tradition and habit do for us, when we let them substitute for intelligent planning.

We may find, after careful weighing, that traditions are still valid at many points. We may decide that the knowledge of principles and the power to work out problems are more important, on the whole, than any set of pre-arranged experiences, because life is so exceedingly complex that most of its experiences are quite beyond anyone's ability to foresee.

The right education consists in a proper balance between mental discipline on the one hand and stored up knowledge on the other hand.

To anticipate experience and reduce its cost, education must constantly re-examine the needs of the child and re-assess the methods and material employed in meeting those needs.

It is the good fortune of today's children that they have been born at a time when their needs are diligently studied with a view to meeting them.

TRUTH AND HISTORY

IS TRUTH in history opposed to patriotism? If it is, there's something wrong. That something can scarcely be truth.

More wars have been bred of patriotism than of truth.

There is more danger that the schools of a nation will underrate the virtues of another nation which has once been its enemy, than that these same schools will overrate them.

History teaching is usually regarded as a domestic affair; a matter which is of no concern to any other nation. Yet the world discovered in 1914 that what the German schools had been teaching was everybody's business.

A system of spying upon what the school children of each nation are being taught about other nations would be a good deal of a nuisance and not at all practical. Still it is well for every nation, our own included, to make sure that other nations are given a square deal in history textbooks and by history instructors. It is a point where politics may be injected only at considerable peril; not only to international relations but to young people themselves whose judgments may be warped and twisted.

NOT FOR MERE MONEY

IT IS AN AGE of mergers, undoubtedly. One citizen with a liking for that sort of thing recently left a legacy of $100,000 to three Vermont colleges on the one condition that they unite. If the three institutions fail to accept the terms, the bequest is to go to Columbia University.

Columbia will win.

Vermont University, and Norwich and Middlebury Colleges won't be drawn into a merger. No doubt they could effect economies by such arrangement. But economies are not everything. "Big business" is destined to find this out. When it becomes bigger than can comfortably be managed—bigger than it can be and maintain the enthusiastic effort of its executives—big business will turn and grow smaller.

The small college has its shortcomings, necessarily. Not all of its work can be done with equal excellence. Only a few of the instructors, at most, can be stars.

But size and numbers, giant professors and superb equipment, such as the larger institutions may hope to have and often do have, do not prove that there is no room or function for the small college.

Different students require different sorts of environment for their best growth. The average small college would rather remain small than become a thronged university. At least, no self-respecting institution of learning is going to give up its identity for a half or a third of $100,000. These bequests with strings to them are apt to be worse than no bequests at all.

Anson W. Belding

Associate Editor.

Use and Abuse of Professional Study

By LYLE L. MORRIS

Superintendent-elect, Northport, N. Y.

ONE of the increasingly common methods of encouraging increased academic and professional training on the part of teachers is that of employing the Single Salary Schedule. This schedule uses two bases for determining salaries: (1) number of years teaching experience, and (2) number of years training beyond high school. The first may be considered as merely a recognition of the fact that a teacher becomes more valuable to the system as she becomes more definitely a part of it. The second, that of training, however, is a frank proposal to encourage teachers to improve themselves through continued attendance in college courses. The encouragement is naturally directed toward the less well-trained teachers in the system with the view of bringing up the general training level of the whole teaching body.

The writer has recently completed a study[1] of the training of 7,476 elementary teachers working under single salary schedules, and that of 5,005 elementary teachers in comparable cities in which the more traditional type of salary schedule is followed. Superintendents reported for these teachers the number of years of college or normal school training and also the number of teachers who had taken courses during the past two years, either in summer sessions or during the academic year.

As would be expected the greater number of elementary teachers have two years of college training to their credit. Comparisons of the two groups of teachers, however, bring out some interesting facts.

In the first place there are more well-trained teachers in the single salary cities, but also more poorly trained teachers. There are only 67.5 per cent. of the single salary teachers who have not gone beyond the two-year college level as compared with 80.2 per cent. of the regular salary group. This indication that the single salary raises the training level of the elementary teaching staff is offset somewhat by the fact that 4.7 per cent of these single salary teachers have less than one year of training as compared with 2 per cent of those not encouraged by the single salary schedule. On the other hand, 18.4 per cent. of the former group have four years of college training and only 7.9 per cent. of the latter group have progressed as far.

A study of the training in service of the elementary teachers in the two groups of cities supports the feeling expressed by others that the salary provisions are not the determining factors. The percentages of teachers reported as having taken college courses for credit during the past two years are given in the following table:—

	Summer 1927	Academic Year 1927-28	Summer 1928	Academic Year 1928-29
Single Salary Group	16.7%	9.4%	18.5%	6.6%
Regular Salary Group	17.5%	9.9%	19.5%	7.8%

The above data have to do with amounts of training or number of courses only and have not indicated the kind of training secured. A teacher may have several degrees and still have little or no preparation for teaching. To secure some information on this point the individual teachers of four widely scattered single salary cities were questioned to discover what courses they had taken with respect to the position held. Of the 150 elementary teachers reporting, sixty-nine had studied for credit during the past five-year period.

Some interesting examples of the types of courses taken with respect to the position held were found. A first-grade teacher indicated that the most recent work taken was six semester hours of play-writing. This may be cultural and give personal pleasure, but the effect upon her teaching of the first grade would surely not be great. Another first-grade teacher reported only three hours of English and three hours of Spanish. These two courses were doubtless used toward a degree at some future time. A teacher of a fifth grade reported courses in Old Testament Poetry, Teachings of Jesus, History of the Hebrews, Short Stories and History of Education. A fourth-grade teacher of the same city stated that she had taken courses in Curriculum of the Elementary School, American Novels, Poetry of the Bible, Teachings of Jesus, Old Testament Literature, American Short Stories, and Shakespearean Tragedies.

These courses may have some value to the individual but should not result in salary increases unless it is the desire of the community to pay a teacher for simply increasing the number of credits she has. A salary increase for such credits cannot be justified from the standpoint of benefit to the school through the teaching given.

Two teachers, one a first-grade teacher and one a teacher of third grade, offer credit in courses in High School administration. On what basis should a school increase the salary of a teacher of first or third grade for taking courses in High School administration? If these teachers are preparing to be high school teachers or administrators, they are either not interested in their present work or they feel that there would be some advantage to them in a transfer of activities. In either

1 "The Single Salary Schedule" — An Analysis and Evaluation — Lyle L. Morris, Teachers College, Columbia University, Contributions to Education No. 413, Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

case an increase in salary defeats the purpose of the single salary schedule. If the courses are taken merely for credit or because of a passing fancy the salary increase can be no better justified.

There are two explanations of the condition existing here. One is that the salary increase under the schedule is given for additional credit with little regard for the kind of training. The other is that most of these courses were taken in extension work. In either case the teachers are scarcely to blame. They wish to secure more credits toward a degree or toward a salary increase, and they take the courses most readily available to them. The fault must be laid in a large measure to the local education authorities. Extension courses are brought to the city because there is a local demand for them. The demand is influenced by two things—the best courses and the cheapest courses. When these two factors are balanced, the selection is often as indicated above. Fewer and better courses would be economy to the school system.

The justification for increased salary for increased training is that the school system will be benefited through improved teaching. This benefit will not be received unless superintendents exercise more control over the courses for which salary increases are to be granted. The school authorities feel obligated to examine carefully the preparation of the candidate for a teaching position. They should feel equally obligated to examine carefully the kind of training that is to be recognized as training in service. When and only when this obligation is assumed may any bonus or salary increase be granted for increased training and the same be justified to the taxpayer.

Teaching as the Greatest Teacher Taught

(Part One)

By ARTHUR C. BOYDEN, L.H.D., Ed. D.

Principal, Normal School, Bridgewater, Mass.

THERE are three prominent characteristics of a successful teacher. First, personality, or the power of leadership; personality has been described as "character in action." Second, a knowledge of the truth that wins both the respect and the love for the truth. The search for the truth is one of the highest motives of life. "The truth shall make you free." Third, skill in stimulating and directing thought out into real life. *To teach is to interpret life.*

JESUS, THE GREAT TEACHER.

His personality was unique and dominated every situation. His knowledge of the truth was intuitive. "He taught as one having authority." "Never man spake as this man." His skill in teaching was unequaled; it always led toward perfect living. Today he is still the "Great Teacher," or "Master," without a rival. His teachings are "Universals."

His knowledge of human nature was keen to the extreme, and his clear judgment was enveloped in a spirit of love and goodwill toward all men. The great purpose of his teaching was to teach men how to live, not by a set of rules, but in the spirit of certain great principles of life. His teachings have furnished every educational reform with the essence of sound pedagogy. The power of teaching rests on the interplay of mind upon mind. There are recorded over sixty specific instances of his teachings.

THESE STUDIES ARE BASED ON THE "CASE METHOD"

This plan of study includes: (1) the careful selection of certain specific and typical illustrations of teaching; (2) the study of the particular circumstances which led to the teaching; (3) the detailed study of the steps in the teaching, noting just how the different individuals or questions are handled, and how the great truths are derived; (4) some generalizations of Jesus' purpose and methods.

The grouping of the cases is pedagogical rather than chronological, that is, they are grouped under a few well known principles of teaching in order that they may prove more suggestive to teachers and students. The principles selected are of universal application, and his use of them should become an inspiration to every teacher. These studies are not exhaustive, but rather are meant to be typical cases.

FIRST PRINCIPLE OF TEACHING

From a Concrete Illustration to a Principle of Life

(Direct Teaching)

This is the simplest, most common, and in many respects the most fundamental principle of teaching. According to this principle the teacher begins with a tangible experience, which becomes the "object lesson" on which to base the teaching. By a few definite steps the truth can easily be derived, hence this method is often called "direct teaching."

It is important to note that a large part of Jesus' teachings started from incidents that arose, often unexpectedly, out of the daily experiences in the journeys up and down the land. His instruc-

tion was not given in the form of addresses in the synagogue, but as impromptu teachings in the daily school of life experiences.

CASE I.—A DISPUTE AMONG THE DISCIPLES

Matt. 18: 1-6. Mark 9: 33-37. Luke 9: 46-48.

Setting.—Jesus had been talking to his disciples regarding the kingdom to be established by him, but they understood not his sayings and were afraid to ask him (Mark 9: 32). His words from time to time had excited hopes of a glorious kingdom on earth. They began to plan for positions in this kingdom; their discussion culminated in a dispute on the question, "Who is the greatest in the kingdom of heaven?" It was a natural expectation that there would be distinctions in rank in the Messianic kingdom. This dispute may have been aroused by the preference shown Peter (Matthew 16: 18), and the three at the Transfiguration (Matthew 17: 1). As they came to the house at Capernaum Jesus felt it to be the time for some clear teaching as to the nature of his kingdom. Mark's account is the most graphic.

An Object Lesson.—(1) As soon as the disciples entered the house, according to Matthew's record, they came to Jesus with the burning question which they had discussed on the road. According to Mark's record Jesus introduced the matter at once by a penetrating question, which showed how clearly he had read their minds: "What was it that ye disputed among yourselves by the way?" No answer came as they looked from one to the other. "They held their peace."

(2) He then deliberately took his seat as the teacher, and called them about him. His manner indicated the importance of the words he was to speak. We can almost feel the hush of the occasion as they waited for his answer to their thoughts. Then in a straightforward manner he stated an unexpected solution: "If any man desire to be first, the same shall be last of all, and servant of all."

This startling paradox was exceedingly effective and must have surprised the disciples beyond measure, it was so different from all their conceptions of greatness. They couldn't see how any kingdom could be built on such a foundation, and it was utterly foreign to the expectations of a Messianic kingdom. This striking epigram has remained in the memory of men ever since the day on which it was spoken. The mystery of true greatness has always puzzled the minds of men, but the perspective of history has again and again proved the truth of Jesus' teaching that service is the key to greatness.

(3) These words were immediately followed by a beautiful object lesson. Note the three delicate touches as he presented the little child; he called the little child from his play; stood him in the midst of the group of grown-up men who were now silent and wondering; and, as soon as their attention was focused on the child, gently lifted him up into his arms. A beautiful picture—Jesus and the child in his arms represented the new kingdom.

The New Principle of Leadership.—Jesus at once made the personal application of this lesson of the little child in three pregnant statements, given best by Matthew (verses 3-5). Three great questions were answered: How to enter the kingdom of heaven; how to be great in the kingdom; and how to honor Jesus and his Father as the head of the kingdom. The first statement was very emphatic, "In solemn truth I tell you that unless you turn and become like little children, you will not even enter the kingdom of heaven." This teaching was revolutionary, unlike anything they had ever considered, it must have amazed them. It was an echo of the prophet's word—"and a little child shall lead them" (Isaiah 11: 6).

The second truth followed as a natural consequence and explanation of the first, "Whoever, therefore, will humble himself like this little child is greatest in the kingdom of heaven." He thus revealed the meaning of his teaching—humility is the childlike characteristic that leads to greatness. The striking contrast between their proud, grasping ambition for position and the child's humble, trusting spirit as he nestled in Jesus' arms was very marked. Humility is the first step toward service. The first beatitude emphasizes the same truth (Matthew 5: 3). Jesus himself was the living example of the truth.

The third truth showed the high honor of such service: "Whoso shall receive one such little child in my name receives me." Luke adds an even higher honor, "Him that sent me." He seemed to mean by "receiving" the welcoming of this characteristic of humility and also the showing of kindness to the little ones. In the sixth verse of Matthew's record we see a vision rising in Jesus' mind of dangers ahead which would ruin the child by depriving him of the childlike characteristics of humility and love. "But whoso shall offend one of these little ones which believe in me, it were better for him that a (large) millstone were hanged about his neck and that he were drowned in the depth of the sea." His thought had passed on from the dispute among the disciples about positions in the kingdom to the care of the little ones, perhaps those young in faith, who would need their service and protection. His stern words referred to the swift and terrible Roman penalty for major crimes.

John's Question (Mark 9: 38-41).—In the record we find that Mark and Luke inserted a reference to another incident that occurred on the road to the city. This second object lesson gave Jesus an opportunity to impress the spirit of cooperative service. One of the expressions used by Jesus ("in my name") aroused John, who had

been disturbed by the claims of an outsider, who was trying to perform miracles of mental healing in Jesus' name. He felt at the time justified in forbidding such attempts. This was a natural feeling. The startling words just spoken had made him wonder whether he had done right in forbidding the man to do what he could in Jesus' name.

The Strange Answer.—The disciples must have been very much surprised at the quick response, "Forbid him not" (Do not try to stop him). Jesus then explained his reasons for such a decision. (1) Any man who is doing good in my name cannot soon speak evil of me. You should have welcomed his help even though he was not directly commissioned by me. (2) "He that is not against us is for us." The essential thing was the spirit of loyalty to Jesus, whatever the form or circumstances of the acts. They should have esteemed this man as a friend and not as an enemy. Intolerance had no place in Jesus' program. (3) He closed this teaching with the beautifully expressed thought that the simplest service, lovingly, self-forgetfully done in his name, would receive the recognition of his Father (Mark 9: 41).

Jesus' skill as a teacher is manifest in the keenness with which he read men's thought and feelings; in the use of the ordinary occurrences of life to teach great fundamental truths; in the gentle but firm manner of leading men away from narrowness and selfishness; in the unanswerable logic of his reasoning; in the completeness with which he covered every question; and in the clearness with which he presented the new view of the kingdom of heaven.

From these two simple object lessons he derived a series of living truths: the prime importance of a humble and teachable spirit; the tremendous importance in God's estimation of the treatment of children; the imperishable value of a "cup of cold water" to the person in need; and the danger of the spirit of intolerance toward those who do not follow our special ways of working.

A similar object lesson is found in the story of the "Blessing of Little Children," Mark 10: 13-16.

Child Laborers

By ALICE PARK

Secretary, Humane Education Society

CHILDREN without a chance is what somebody calls child laborers. Nobody knows how many there are, but the figure is certainly more than a million and a half. The number of unemployed adults who want work is estimated at two million. The comparison is obvious.

Those who oppose child labor ask for a minimum standard of fourteen years in all states. Stricter enforcement is needed for what laws there happen to be. There are forty-eight varieties of state laws.

Almost two million children who should be playing and learning and growing are being robbed today. Health and growth and education are the rights of all children.

Adults are begging in vain for self-supporting jobs.

The Old-Fashioned Reader

(A Parody)

By DENIS A. McCARTHY, LL.D.

How drear to the eye is the old-fashioned Reader
  As sad recollection presents it to view!
In print and appearance 'twas far from a leader,
  And yet 'twas the best that our infancy knew.
Its pictures were few, if indeed it had any,
  Its lessons were tales that today would not sell,
Its covers were drab, and its joys were not many,
  The old-fashioned Reader we all knew so well!

The old-fashioned Reader,
The badly-bound Reader,
The sad-colored Reader,
We all knew so well.

That old-fashioned book, it was not such a treasure,
  'Twas never supposed entertainment to yield.
What bliss 'twould have been — ah, what joy without measure
  Had we had the books that today hold the field.
How eager we'd be, as with hearts gayly glowing,
  We turned every page with enchantment to dwell
On stories and pictures and songs overflowing,
  Not like the old Reader we all knew so well.

The old-fashioned Reader,
The grim-looking Reader,
The pictureless Reader,
We all knew so well.

How sweet from the Press fresh and clean to receive them,
  The books of today! With what care they are built!
When once taken up 'tis a trial to leave them,
  Lest one precious drop of the pleasure be spilt.
How far, far removed from the old "iron ration"
  Against which in childhood we oft would rebel!
How surely they rouse many a joyful sensation
  Unstirred by the Reader we all knew so well!

The old-fashioned Reader,
The weepy old Reader,
The creepy old Reader,
We all knew so well.

The old-fashioned Reader, we see it no longer;
  'Tis gone from the schools where it once played a part.
And now we are building books finer and stronger,
  And making them bright with the beauty of art.
And may we not hope that 'twill seem but the duty
  Of children today in their schools to excel,
Surpassing our best, as the Readers in beauty
  Surpass the old Reader we all knew so well.

The old-fashioned Reader,
The dreary old Reader,
The weary old Reader,
We all knew so well.

—The Book Builder.

They Say

S. A. COURTIS, Detroit:—

"Far too often teachers preside over their little domains as if the world were bounded by the walls of the classrooms."

JOY ELMER MORGAN:—

"What eyes are to the individual, the newspaper is to society."

THOMAS A. EDISON:—

"I think we have about 60 per cent. enforcement of Prohibition, which is rather higher than the enforcement of many laws. It should not be difficult to raise the enforcement to 80 per cent. If we did that, no country anywhere could compete with us economically."

WILLIAM JOHN COOPER, Commissioner of Federal Office of Education:—

"It should be the birthright of every child to have the emotional experience of loving and caring for an animal pet, and the intellectual experience of considering the service of animals to men."

HENRY FORD:—

"I feel sure that the sane people of the nation will never see the Eighteenth Amendment repealed or any dangerous modification made."

DANIEL L. MARSH, president, Boston University:—

"Disrespect for law is a sign of social disintegration."

GLENN FRANK:—

"We have schooled our students to be clever competitors in the world as it is, when we should have been helping them to become creative co-operators in the making of the world as it is to be."

SIR OLIVER LODGE:—

"If ever we find, as I think we are beginning to find, that life and mind need not be associated with matter, but can inhabit empty space, then life will not be subject to the troubles of a material organism and existence will be perpetual."

BRUCE BARTON:—

"If two hundred years ago anybody had predicted the marvels that can be seen today, the God-fearing citizens of the time would have burned him as a witch."

GEORGE M. WILEY, Assistant State Commissioner of Education, New York:—

"What is character? The word itself is from the Greek. The verb signifies 'to engrave,' to cut into the metal. It carries with it the idea of cutting into the copper plate. It indicates something of permanence and worth. In the development of character we are cutting into the copper plate of life. Character is what I am. You may destroy my reputation. My character can be ruined only by myself. Is it possible that the vital and determining values of life in terms of character have been given too little attention both in our educational processes and in our social philosophy?"

RAY LYMAN WILBUR, Secretary of the Interior:—

"All of a sudden we have gathered great numbers of our children into concrete and brick cities, where trees have to fight to live; where there is no room for pets; where there are no pleasant things for children to do unless they are specially planned for them. We stick in a park here and there as a sort of afterthought, we have a few playgrounds, but for millions of our children the streets are the playground. It is very difficult to bring up children with that sense of responsibility which is so important. When it comes right down to the question of human opportunities for the boy and girl, our industrial structure does not provide them nearby."

VIERLING KERSEY, state superintendent of California:—

"In the next generation it will be required for high school graduation that the candidate show participation in some cultural activity."

PROFESSOR HARRY A. OVERSTREET, College of the City of New York:—

"There are persons who scorn new things in life because the world moves too fast for them. They become fabricators and thus think themselves superior. They seek distinction by excusing their failures."

DEAN W. H. HOLMES, Harvard Graduate School:—

"Shall secondary education at public expense be a free offering of detached units, opened indiscriminately to pupils of every grade of intelligence above feeble-mindedness, or shall connected curricula with definite objectives be established and pupils incapable of pursuing such curricula be excluded from them? Can such curricula achieve the desired result if pupils who are unable or unwilling to meet reasonable standards are allowed to clog their classes? The idea of mental discipline should be completely excluded from consideration in dealing with this question. Opportunity classes should have immediate and specific objectives, primarily vocational."

Through the Malay Peninsula

(Part Two)

By L. H. PUTNEY*

There are as many strange sights as there are strange people. Tall lumbering carts drawn by Indian bullocks with bells jingling from their horns divide the road with our own Henry's latest "devil-chasers." The other day I ran across a man with a gunny-sack over his shoulder and in his hand a sort of pipe made out of a gourd. He turned out to be a snake charmer, who for a silver piece emptied his live and hissing load on the sidewalk before me and then piped a tune that caused them to lift their hoods—for they were none other than the much-dreaded black cobra—and to sway their heads in unison with the rhythm. And more than once I met the proverbial Arab story-teller, who was surrounded by a group of squatting "red-fezzes" of all ages, listening so intently to the tales that he was reading or narrating that they had no eyes for the intruding foreigner.

Some of you may be interested in hearing about the people to whom I sell American books in this part of the world. Although all the larger places such as Singapore, Kuala Lumpur, Penang, and Bangkok can boast of one or two regular bookstores, which are usually kept by Chinese, most of the booksellers are Indians, who dress in what are supposed to be white robes and wear sandals or go barefooted. Besides books and magazines they sell tobacco, candy, crackers, toilet accessories and stamps for collections, and change money on the side. All of them are good Mohammedans. Five times a day they turn their faces toward Mecca and offer up the prescribed supplication to "Allah, the one and only true God."

How great is the Mohammedan population throughout this country may be appreciated when you learn that Singapore alone can boast of at least forty mosques, some of which are quite pretentious. Friday is the Mohammedan Sabbath. The night before every good follower of the Prophet brushes up on the Koran in preparation for the services in the mosques at noon the following day. My experience with these Muslims leads me to believe that they are a pretty decent lot of men.

A Mohammedan service is quite interesting Although Christians are looked upon with sentiments ranging all the way from pity to contempt, they are allowed to attend, provided they remove their shoes and leave them outside the mosque, and conduct themselves with proper reverence. All the worshipers squat on the floor with their faces toward a niche which marks the direction of Mecca. The service consists of repeating long passages from the Koran in a drawling sing-song, and punctuating them every now and then by touching the floor with the head. As a rule the interior of a mosque is just a large empty room. The walls and ceilings are sometimes ornamented with mosaics made of colored tiles, always in the form of geometric patterns, for the depicting of life is absolutely taboo. The floor is often covered with beautiful prayer-rugs. Lanterns and incense-burners made from hammered brass hang from different parts of the ceiling. Outside the building there is a shallow pool through which the faithful are supposed to walk in order to purify themselves. This reminds me that I have not told you anything about the activities of the Buddhist monks. Every morning it is their custom to sally forth with begging bowls. They march in single file attended by their acolytes, and take a position where it is easy for those who desire to win merit to make contributions. The matter is wholly voluntary, for they never beg. Life with these monks is very simple. They have only two meals a day—one on arising, and the other on returning from their alms-gathering expeditions. The rest of the day they spend in prayer and meditation, and in the study of the Sacred Books.

In spite of the fact that there is a fairly good railway system in both British Malaya and Siam, until recently both countries had received very little attention from tourists. With the completion of a branch of the Royal Siamese railways from Bangkok to the Cambodian border, all this is changing, for now a six-hour ride in an automobile will carry one from the rail-head to the ruins of the old Buddhist temple-city of Angkor Vat. As a result, a continually increasing number of persons are leaving the steamships at Saigon and making the trip by automobile and train to Singapore *via* Bangkok. The cost is quite reasonable, for the reason that the Indo-Chine Posts operate regular postal cars between Saigon and Angkor Vat *via* Pnom Penh, the capital of Cambodia, and thence to Aranya Pradesa, the terminus of the railroad. On the sleeping cars operated between Bangkok and Padang Besar on the border of British Malaya the berths are provided with mosquito bars as a protection against some very dangerous insects that abound in the upper portion of the peninsula.

I must tell you something about the snakes

*Foreign Representative, Little, Brown & Co.

that they have in this part of the world. Recently a surgeon connected with the construction work going on at the much talked-of Singapore Naval Base made a study of the snakes living on Singapore Island, which has an area of only 217 square miles. In order to get the necessary specimens, he paid ten cents Straits money (6 cents, U. S.) a foot for every snake over two feet long that was brought to him by the natives, and in six months received 120 specimens. According to this gentleman the most dangerous snake of all is one which lives in salt water, and for the bite of which there is no cure. In his little book the doctor warns the officers of ships not to allow their crews to attempt to capture this snake when they see it swimming around the vessel. Apparently the persons most frequently bitten are fishermen, who pull it up in their nets at night. Bathers are seldom bitten, for the snake is very cowardly and keeps away from them.

As a rule, during the daytime one seldom sees a snake in the Malay Peninsula, for most of the species are nocturnal in their habits, spending the day sleeping under piles of old lumber or in decayed trees or in the shade of ferns and other tropical vegetation. At night they seem to delight in stretching out in paths and other places frequented by human beings. It is for that reason that many Europeans who live out here always clap their hands when walking in their gardens after nightfall, so as to give the snakes warning to get out of the way. In his book the doctor says that everyone should tread heavily when passing through tall grass at any time, for, with the single exception of the king cobra, no snake in the Malay Penuinsula will attack man wantonly. The other day I saw in the Raffles Museum at Singapore a specimen of that snake which was over fourteen feet long. Unlike the ordinary black cobra, which can spring only a third of its length, the king cobra can thrust himself forward almost his entire length. A little reflection will convince anyone that when such a snake starts after a person that individual has little chance to escape. A king cobra can also eject its poison for several feet, but unless it strikes an abrasion on the skin, no harm will result. Before the black cobra strikes it lifts about a third of its body, expands its hood, and makes a terrible hissing sound.

Another reptile found in the Malay Peninsula in considerable numbers is the python. This serpent feeds on other animals which it kills by enfolding itself around their bodies and crushing them to death. How great its strength must be you can imagine when I tell you that in the Raffles Museum there is one specimen which measures nearly twenty-four feet in length, and which near its mid-point has a diameter of about ten inches. Some time ago a python was found with the antlers of a deer it had swallowed projecting through its body.

Throughout the peninsula the standard of living of the natives is very low, being highest in the north among the Siamese; for example, the railway workers there wear shoes instead of going barefooted as they do farther south; in fact, throughout Siam the wearing of shoes seems quite general except by farmers and boatmen. In place of wearing a gaudily-patterned sarong, as the Malays do, the Siamese drapes his body in a *panung*, which he winds around his waist so that it hangs down and covers the thighs. These panungs are usually made of unfigured black or white material, although in court circles there is a separate color for each day of the week—blue, red, green, etc. In Siam, especially, the children run around naked until six or eight years old, although you often meet them wearing silver ornaments where western convention would demand some sort of clothing. Adult Malays seem to possess an innate sense of modesty—a thing lacking for the most part in the East. Not only are they almost never seen naked, but foreigners going back into the interior are warned against offending their sense of propriety by going in swimming without a bathing suit of some kind.

In Siam they have one very strange custom. Whenever a king or prince dies, his body is cremated on a pyre erected for the purpose in an open square, the *Pramane*, just outside the palace enclosure in Bangkok. Three years ago I happened to be there at the time of the cremation of the remains of the previous king, Rama VI. The ceremonies lasted all day, and afforded the most colorful Oriental spectacle I ever hope to behold. According to custom, the corpse had been placed in a copper urn, shaped like a barrel, and this urn in turn had been enclosed in another made of solid gold and studded with hundreds of diamonds and other precious stones. On the day of the cremation these urns were placed on a high palanquin and, shaded by the seven-tiered umbrella which can be placed over no one in Siam except a king, they were borne to the funeral pyre, where two ceremonies of deep religious significance took place. These ended at sunset with the lighting of tapers by the king and members of the royal family. In the procession which accompanied the urns to the Pramane there were large contingents of troops from the several circles or provinces of the country, each being dressed in a distinctive color, the whole effect being that of a great rainbow of oriental hues. Although this procession was headed by a modern band which played Chopin's Funeral March, scattered through it were a lot of native musicians who produced most weird sounding music with conch shells, tomtoms, wooden pipes, and other primitive musical instruments.

(To Be Continued)

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

341. "Productivity" seems to be one of our newest fashions in education. Is there a danger in over-emphasizing results? (California.)

If we give the word a materialistic meaning there is the worst kind of danger. Some of the finest things of life, such as loyalty, perseverance, friendship, a passion for service, and so on, cannot be measured.

Ways to an end are still very important, and the training received from them sometimes more important than the ends themselves. The idea that the end or products justify any ways and means is, of course, most dangerous, and can come from over-emphasis on results.

Individual gain at the expense of others, or failure to pool your gains in the group results, often comes from over-emphasis on productivity. It is a very nice problem, this balancing of striving ahead for individual results and contributing one's share to the work of the various groups in which one lives. Just how far you have a right to go in each line is a major decision for all of us.

The by-products of our work such as poise, graciousness, mellowness of the spirit, are sometimes lost sight of as results. In measuring achievements in school, attitudes and habits, or what some one has called the "resources of the inner man," should never be lost sight of as results. "Productivity" should never mean material results alone, and there is a real danger against which we must constantly guard.

342. Does the tenure law tend to make the ordinary teacher lazy and indifferent? (Pennsylvania.)

According to a recent study there isn't as much in that thought as some of us supposed. The fact that many teachers do let down after the first three years, the period in which they are supposed to have made good, may be due partly to the tenure law and partly to lack of proper supervision. Proper supervision with its recognition, approbation, and guidance makes such a let-down almost impossible. Without such supervision heavy inbreeding or some other factor would bring about a lazy, indifferent condition without any tenure law. With local teachers, insufficient or poor supervision and political influences, the tenure law does help to crystallize the lazy, indifferent teacher a little sooner perhaps.

One of our difficulties in really determining how much the tenure law has to do with such a case is the number of other facts involved and that the information available is largely opinion and consequently subject and correspondingly unreliable.

Any tenure law that in its content or application does not protect the state against the undesirable teacher is pernicious. This balance of protection for teacher and state is the biggest of tenure problems, and any solution of it will have to come from within the teaching body.

343. What can I do to get my teachers to conserve time? (Massachusetts.)

The daily program, the plan book, and the well defined curriculum are all means which should build toward conservation of time.

Lesson preparation which provides for care of materials and participation on the part of the greatest number of pupils is most important. If you have a teacher who, in spite of all such organization and supervision, is a great time waster you have a problem by no means uncommon, so don't be discouraged. Some people are full of false notions and have no conception of the real meaning of the word work. Oh, yes; I know the kind.

The first thing for you to face is that such a condition is the result of years of habit, and you cannot make a complete change in a week, nor a month. You will have to have patience. It may be a dispositional situation which intensifies your problem.

The first hunt is for some subject or performance in which she does not waste time. If you can find that, however small, compliment her on it, and lead her by easy stages to see and project that accomplishment into her other work. The routine safeguards prevent great wastes, but they never put life into the situation, and make the most of the time. That has to come from awakening the initiative and desire in the teachers.

"Conservation of time and effort" is a very good study problem for a group of teachers to make by themselves or in a course of extended study. They can then bring their findings back to the whole corps, and in this way much interest is often stimulated.

344. To what extent should a principal select his own teachers? (New Jersey.)

The principal should see the teacher working, if possible, before she is chosen. Then his opinion, combined with that of the superintendent, should decide the selection. The responsibility of nomination usually lies with the superintendent, so he must have the power of veto, but for best results the selection should be a joint affair.

A Chimney and a Child

By ARTHUR DEAN

Raising a child to a man's estate is not unlike building a chimney in a house already built. At least it seems that way to me as I laid bricks in a summer camp.

At first the job looked easy. Apparently all I had to do was to cut a hole in the roof, build a foundation, drop down four plumb lines from the hole in the roof and lay the bricks so the four corners met the plumb line. "That's easy work any fool could do," said I to myself.

But the trouble started when I cut a hole in the roof. I knew where I wanted the chimney, but the original builder of one hundred fifty years ago didn't place beams and rafters according to my ideas of a chimney. He built a roof in line with his ideas of a roof regardless of any chimney ideas of mine.

In raising children or in building chimneys in old houses, one must take account of what has gone before. Passed-down-the-line obstacles interfere with the best laid plans of mice, parents and chimney builders.

With beam and rafter trouble settled, the job started. "Easy business," said I as I slapped on the mortar and lined the bricks to the plumb. "Why hire an expert? We are all born masons."

But when the bricks reached the roof I paused. "To what can I now hang the plumb line?" The only roof over my head was the sky, and while Emerson says it is well for a boy to hitch his wagon to a star, he did not suggest how one could hitch a plumb line or a straight edge to a planet.

The partially built chimney proceeded to go through the roof because it was in line with the roof and went skyward by means of the judicious use of level and square. But just the same the part I built above the roof line has a wabbly look and says most plainly: "The builder was only an amateur."

Anyhow the chimney is strong and straight from the foundation to the roof line. It is as straight as it can be made by an amateur above the line. While the builder couldn't hitch his plumb line to a star he used a level and straight edge aimed at the heavens. Instead of working down he had to work up.

We parents are amateurs. We use the plumb lines of the rules and regulations regarding child upbringing and do not trust entirely our eye. Many points in training must be adjusted to meet conditions imposed by ancestral builders. Instead of working down we must work up.

But the child, like the chimney, must eventually go through the roof and out into the world. If we start him straight on a fine foundation and keep him straight he will be ready for the opening which marks the boundary between his home and the outer world.

With neither chimney building nor with child upbringing can we always use a plumb line of set rules. Most assuredly we cannot as we approach the roof. Then it is the level and square, the eye and judgment.

And you know, folks, that even after the best of handiwork on both young and chimney, that sometimes neither work out well unless outside conditions are extremely favorable.

We must build our youth and our chimney so finely that they will work well under all conditions.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Beauty—VI

(Continued from March 24.)

"'Friends,' said Yamato, 'It shall be as you desire. This day seine out your tanks and send away the little brown carp you find there. Take, instead, these tubs full of the sons and daughters of the Queen herself, and release them in their stead. Once each year bring to me those of the golden spots and silken tails and I shall give gold for gold even to the weight of the fish itself, for those I desire for the pools of the Emperor.'

"The years passed. The Emperor died and Yamato and his wife became old and bent. Peace and honor and gold had come to them through the faithful care of the golden carp. One day Yamato called his sons to him. 'My boys,' he said, 'I am about to pass on to my fathers. The dearest dream of my life is as yet unfulfilled. I have not seen the dream-fish that the sun's ray showed me so many years ago. Beautiful carp I have seen and beautiful carp are this moment flashing their golden scales in the pools of the new Emperor, but the dream-fish I saw so many, many years ago has not come yet to gladden me. Because of this I am filled with a soul-hunger. Go, therefore, to the big city and bring to me the master of all craftsmen, skillful with the brush,—the painter of screens for the Emperor's own chamber.'

"When the painter was brought Yamato sat with him beside the pond and told him every detail of the dream-fish that he had seen.

"'Paint such a dream,' he said, 'that my old eyes may see it and feast upon it before they close forever.'

"A week later the painter returned with a panel on which he had painted to the life the old man's dream. A golden carp of unusual size flashed to the surface of a purple tank. The eyes of the fish seemed like dewy pearls of moonlight lustre; each scale was of pure gold, save where a network of silver and black added an exquisite variety; the dorsal fin was a waving veil of pale blue loveliness and the drooping fins of body and tail seemed billowy silken scarfs that a gentle breeze waved into life.'

"'The fish of my dream,' cried Yamato. 'Having seen it I now die content. My boys,' continued the old man, turning to his sons, 'here is the dream I leave with you. Somewhere in the future lives this wonderful fish. Search for it. Do not count the years. Bring your sons into life with this vision before their eyes. Let the search for this beautiful thing be meat and drink and joy for them. I shall be dead and dust many a year before this fish swims into life; out of the very intensity of your desire you and yours shall create it, even as I have created these golden beauties that rise to feed from my fingers. Remember! The promise of the Queen was true. All honor and wealth awaits him who is a servant in the cause of beauty.'

(To Be Continued.)

Beauty—VII

"So Yamato died. Five centuries passed. From father to son went the picture of the dream, and from father to son went the vision and the ambition to bring the vision swimming into the world.

"At last, of course, it came as all visions must, when compelled by the human will. Not only did it come swimming into the waters of the world, but it brought a thousand other dreams with it, each different, but as beautiful. Thus does beauty enrich its possessor with an accompanying glory."

The philosopher paused and rubbed his eyes, then he beckoned the fish vender with his long, lean finger. When the man had come near he pointed to one of the jade bowls.

"There," he said, "are five of them. How exquisite. How wonderful! How golden each of them! In looking upon them you are looking upon the work rising up from the searching spirit of man. Out of a very human searching they have come forth."

The philosopher paused a second, then went on. "I anticipate your question," he continued. "Yes, wealth and power and castles came to those who followed Yamato's dream. What else could happen? Are not these material things always ready at hand for those who give dreams an earthly habitation?"

Mother Hands—I

(A Story of the Apache Indian.)

All her thirty years of life Nahotsoi (Evening Twilight) had labored hard, doing all the needful things that fell to her hands to do. She had tended her babies with the greatest care, had kept her home as sweet and clean as possible, had ground her corn on the grinding stone, had helped work in the fields, or tended the flock of turkeys whose feathers were so prized; nothing that fell to her hands to do had she shirked either for her own family or the families of those about her.

It was on this account that the name Nahotsoi (Evening Twilight) was given to her, because like Evening Twilight bringing rest and refreshment and cool hands, and the silent stars after the heat of the day, she went about bearing her smile like a torch wherever there was darkness and misery.

One hot afternoon, wearied and worn-out with the tending of a sick neighbor, Nahotsoi lay down in the shade of a willow tree and closed her eyes. Instantly, it seemed to her, she knelt in the shadow of a great barrel cactus, listening to the voices of two men talking. What strange, sweet, strong voices they had, how clearly their words came to her ears and how eagerly she drank them in as flowers drink in the rain after the long drought.

"My son," said the older man, "this day I shall teach you the holy song. Great is its power. Listen well, for he who sings this song in the right spirit shall go through the air to the holy place where Yusun the Great One sits in majesty. To him who comes on the wings of this song Yusun will give power and he shall do things unheard of before on this old earth. Thus came the seed of the purple and yellow corn and the golden seeds of the melon and the mystery of hardening the clay into jars, shaping it to our mind's wish with these fingers of ours. Behold, as you go you shall be surrounded by little clouds, the nature of these clouds I need not tell you; they are the breath of the good things you have done and the gentle things you have said, and the light that gilds them like clouds at nightfall is the light that plays over them from your own spirit and behold, further, my son, as you go through the air in the midst of your clouds, you, yourself, shall change, becoming spirit only. This is the spirit song, sing it gently, sing it with love, for on its wings you shall go to Yusun, the Mighty One, for your heart's desire."

Nahotsoi listened. To her eager ears came a wonderful melody on which these words rode like butterflies over the heads of flowers:—

O, ha le
O, ha le,
Through the air
I fly upon a cloud

Towards the sky, far, far, far.
O, ha le
O, ha le!
There to find the holy place,
Ah, now the change comes over me!
O, ha le
O, ha le!

As the song drew to a close, Nahotsoi saw the two men rise swiftly from the earth, their bodies fading into blue moving mist while tiny clouds like butterflies and scarlet birds blossomed and faded into the sky about them.

(To Be Continued.)

Mother Hands—II

Nahotsoi, as the vision disappeared, sat up with a start. She rubbed her eyes and looked about her. There was no barrel cactus in sight, and only the dry sound of the wind in the willow leaves above her head. As she wondered, a strange fragrance filled the air as though the wind in the leaves above her had come drifting over a vast bed of scent-giving flowers. Nahotsoi bowed her head in thought. The words of the song blazed in her memory like midnight stars. "O, ha le," she began softly, then she checked herself. What if the song were a mighty one; what if singing it, she should find herself suddenly changed into spirit and wafted off to the presence of Yusun, the Mighty One. Now in addition to all her beautiful qualities of soul, Nahotsoi had the usual curiosity of her sex. The song troubled her; she found the words trooping towards her like happy children clapping hands; they rushed by like swallows, twittering each its sweet song to her. At last she smiled and said to herself: "No doubt it was all a dream. There will be no harm, therefore, in my singing the song. It seems that the words were like lily heads swaying on the long stems of music."

"O, ha le,
O, ha le!"

she began, singing softly to herself. Suddenly, at the words "Ah, now the change comes over me," she felt a strange lightness lifting up her body. She was above the tree tops. She was above the plain, the very mountains were far below, and about her floated the most marvelous clouds, all fleecy and soft and wing-spreading like butterflies and all radiant with a beautiful glow that fell on them from out of her own self. And now the world was very far away, and now it was but a red ball in a circle of flaming stars, and now it was gone and she was alone in a vast solitude, hemmed in by flowering stars. Suddenly the rosy clouds became firm earth beneath her feet and in the distance she saw one, more beautiful than the sun, smiling down on her and beckoning with His hand. When she had come close to His feet the Beautiful One lifted her up and spoke to her.

"Welcome, Nahotsoi," He said. "I have been awaiting you. Because you have been good and kind, rendering service like the gentle rain, I would reward you and through you all those you love."

"Master!" cried Nahotsoi, "what shall I ask of you?"

(To Be Continued.)

Mother Hands—III

Yusun smiled. "My daughter," he said, "I have watched you riding the half-broken horse with your papoose upon your back. I have seen you climb the long, hot road, day after day, from the spring to your rude hut. I have watched you build your own summer house as a shelter against the sun and storm. I have smelled the incense of the fires your hands have built twice each day, and I have tasted the food you prepare for those you serve. I have seen you all through the hours of the hot sun and under the lovely moon watching your herds against the tooth of the coyote and the wolf. I have seen you washing clothes that your family may be clean, singing songs that they may be joyful, singing the gentle mother-words that your children may grow in all good things of the blessed spirit; never do your mother-hands seem to rest from the labors of their love. Is there not something I can give you to make your task easier, to bring to you rest and comfort in the free hours now and then that bring no labor to your hands?"

Nahotsoi laughed gayly at Yusun's words. "O Master," she cried, "do not even you know that the work of the mother-hands is full of joy? Is not service good? Does not the spirit grow mighty only as it serves?"

"It does," said Yusun. "You have, indeed, found, my daughter, the secret of all mightiness and all joy."

"Give me, therefore," cried Nahotsoi, "a gift which shall busy my hands when I rest from my tasks. Let it be, O Master, something into which I can put my very soul and the beauty of the earth, and let it be, when I have finished it, a thing of comfort to those I love."

"You shall have your wish," cried Yusun. "Look towards the west and take note of what I show you."

As Nahotsoi turned she saw a blue line of clouds, under which lay the straight edge of the earth she had left. Between the cloud and the earth's edge fell the long blue strands of a million threads of rain. Before the threads sat one of mighty shoulders and uplifted head whose fingers passed a wisp of cloud back and forth and back and forth in and out along the threads of rain, and as the cloud passed, a pattern of loveliness grew across the threads of the rain; the fire of the evening burned in it and a rainbow arched its crest, and figures of dancing men and women lifted up their arms in joy. At last, when the cloud had filled in the threads of rain from earth to sky the figure whose fingers toiled rose and took down the thing she had woven, and turning, spread it gently before the feet of Yusun, the Mighty One.

Nahotsoi bowed her head. "I understand," she said. "So shall I weave blankets and soft things for the feet and shoulders of my loved ones. From the butterflies and flowers and the clouds and the lightning I shall draw my thoughts in order that the things my fingers do may be beautiful."

Nahotsoi suddenly lifted herself up. She rubbed her eyes in bewilderment. "It was all a dream," she cried, "but what a lovely dream! This hour I shall set up poles and begin the weaving of rugs and blankets for the feet and shoulders of my loved ones."

And so came about the art of weaving, the joyous task that fills in every spare moment of an Apache mother's day.

O Friend o' Mine

(To a Teacher-Friend Long Gone)

By Lawrence McTurnan

O friend o' mine,
You've given hand
And heart the time
Life's chords and song
Refused to blend,
O friend o' mine.

O friend o' mine,
With dark clouds near
That touch o' thine
Hath vanquished gloom
And made life dear,
O friend o' mine.

O friend o' mine,
The bells do ring
And sweetly chime
When in tumult
I hear you sing,
O friend o' mine.

O friend o' mine,
Gentle heart thou
Gratitude's sign
Foretells to death
On lifted brow,
O friend o' mine.

O friend o' mine,
I hold firm grip
On world divine
At thy kind word
To sun's last dip,
O friend o' mine.

EDUCATION IN ACTION

Harvard Alumni Ask Back Pay for Cleaners

Women cleaners, recently discharged from Harvard University because the minimum wage commission insisted that they be paid two cents an hour more than the university wished to pay, would receive added amounts up to $280, representing the two cents an hour for periods up to nine years of service during which that portion of their pay was withheld, under the request of prominent alumni made in an open letter to the president and corporation. Harvard's reputation has been measurably damaged by the publicity given to the university's action, the letter says. Although there may be extenuating circumstances, such as needs for economy and efficiency, nothing can erase from the public mind the impression that a university with $80,000,000 investment holdings should manifest a more generous attitude toward its manual workers, the letter continues. A thorough investigation of the policy toward all its upkeep staff was strongly urged upon the university. Signers of the letter include Oscar Garrison Villard, editor of The Nation; Samuel A. Eliot, Jr., professor of English, Smith College, and a grandson of Charles W. Eliot, former president of Harvard; Corliss Lamont, of Columbia University, and many others from various states. In a statement given out by the Harvard authorities they declare they are now fully informed of the treatment accorded the women. At all times, the statement said, the cleaning women in the Widener Library have been paid at least those wages required by the minimum wage law. They are not aware of any complaint that ever was received from the women regarding their wages, and believe that all employees subject to any minimum wage decree are receiving at least the minimum wage. The general subject of wages and salaries is receiving careful consideration, the statement concludes.

New Test Devised In Language Study

The high percentage of student failures in the modern languages has led to the perfection of a modern language prognosis test, now used in six New York high schools, by Dr. Max A. Luria, assistant professor at the College of the City of New York, and professor of graduate courses in Spanish at Hunter College, in collaboration with Dr. Jacob S. Orleans, formerly of the State Education Department. The purpose of this plan is to predict what degree of success students may be expected to attain in studying a modern language and to advise or forbid the study. The test has proved satisfactory in helping the student become aware of his linguistic capabilities, Dr. Luria says. The test is divided into eleven parts, nine of which include both the lesson and a test on the lesson which extends over a period of seventy-six minutes. The test includes the five basic elements of language study—ability to associate meanings of foreign words with English words, to memorize vocabulary, to learn syntax, to appreciate foreign idioms and to translate easily. The accuracy of this test can be judged, it is said, by comparing the grade obtained in it with the grades received in the language after one year. If the difference between the grades is not marked, the test is valid and fulfills its purpose. The use made of the test score depends on the purpose for which the test is used, and upon the factors peculiar to the particular community, Dr. Luria explains. It may be used to eliminate students who will probably fail; it may be used to group students for instruction, according to their ability. It is desirable to eliminate those not standing more than one chance in four of succeeding, according to Dr. Luria. Students eliminated by this procedure who would obtain passing marks in the first term's work would probably have difficulty thereafter, he says.

History of Nation Told in 500 Words

W. W. Sweet, professor of American church history at the University of Chicago, has been declared the winner of the Chicago Tribune's contest for the best history of the United States written in 500 words or less. Professor Sweet won the first prize of $1,000 over 3,758 contestants. The second prize of $500 went to W. H. Norton, professor of geology at Cornell College, Mount Vernon, Iowa, and the third prize of $250 to Louis Pelzer, of Iowa City, Iowa. Seven other prizes of $50 each also were awarded. The judges were Professor A. O. Craven, of the University of Chicago, Prefessor James A. James, dean of the Graduate School of Northwestern University, and a representative of the Tribune. The fact that former President Coolidge is to write a history of the nation which can be carved on the face of Mount Rushmore in South Dakota inspired the Tribune to offer the prizes.

Education Research Studies Published

A bibliography of research studies in the field of education for 1927-28 has just been published by the United States Office of Education, according to Edith A. Wright, compiler in the library division. Described as "Bibliography of Research Studies in Education, 1927-28," Miss Wright pointed out that it continues the list started in 1926-27. The material, which consists of 2,403 titles of research, has been classified by subject, cross-indexed in some instances, and appended by an index of author and subject and another of institutions. Miss Wright stated that the collection contains both published and unpublished studies. A copy of the bibliography may be procured from the Government Printing Office for twenty-five cents.

King of Albania Backs Modern Education

King Zog has sent a letter to the new Prime Minister of Albania, Pandeli Vangeli, outlining the main features of the Government's policy. If possible, he says, taxes and administrative fees must be lowered, agrarian reform put through, a new commercial law passed, measures taken for improving the economic situation, and special attention must be given to the education of youth in the ideals of modern culture and progress.

New York University Shows Active Future

Generous bequests, constant expansion and an ambitious program which devises liberally for the growth of New York University through another century are shown in the annual report of Chancellor Elmer Ellsworth Brown, recently submitted to the university council. Chief on the list is the getting under way of a $45,000,000 centennial fund campaign which will be carried on during the next ten years. The university was the recipient of two $1,000,000 bequests during the year. The university's enrollment now totals 37,151, which represents a gain of 10.6 per cent over last year. This, the report says, emphasizes the need "for more effectual attention" to students, both individually and collectively.

Educators Organize To Meet Building Problems

The first annual conference of the National Advisory Council on School Building Problems recently held at Atlantic City organized and set up machinery to facilitate educators in adapting their building programs to their educational needs, according to Alice Barrows, specialist in school buildings, United States Office of Education. Miss Barrows said that the purposes of the council are to secure comprehensive data on methods of solving school building problems in different parts of the country and under different types of school organization; to make expert analysis of the data collected; and to develop constructive suggestions in regard to methods of solving school building problems. It was agreed by those in attendance to make it clear, Miss Barrows explained, that the purpose of the council is not to be construed as an agency setting out to standardize school buildings through a dissemination of information. On the contrary, she said, the council recognizes that different parts of the country have different problems, which have to be met according to conditions. The council is to act as a clearing house to show how problems are being solved in the different sections of the country, she stated. The conference elected the Federal Commissioner of Education, William John Cooper, chairman of the council for 1930-31, and S. M. N. Marrs, state superintendent of instruction in Texas, vice-chairman, Miss Barrows said. She stated that she was elected secretary.

Spanish House For Barnard

Columbia University's international policy has already fostered the establishment of French, German and Italian houses on Morningside Heights. A Spanish house is now in prospect. Barnard College is planning the creation of a "casita" with attractive quarters for students who wish to live in a Spanish atmosphere and to join the activities of the Spanish artistic colony in New York. There will be an apartment for a resident professor, guest rooms for distinguished visitors, and rooms for selected students. The project is being financed by friends of Spain and Barnard.

Comes to Rescue Of Chicago Library

The man who made the startling announcement two years ago that "all pro-British books in the Chicago public library will be burned in a bonfire at the lake front," has come to the rescue of that same library. It was in the midst of Mayor William Hale Thompson's campaign against the King of England that U. J. Hermann, president of the library board, made his bonfire threat, a threat which was never carried out. The library recently faced the troubles that beset most of Chicago's institutions — financial troubles. Although many employes have already been discharged, further curtailment of the operating force was looked upon as a necessity due to shortage of funds. In addition, contracts with publishers for books already ordered called for payment. The library faced the likelihood of losing its books, of being sued for breach of contract. Hermann announced that a securities corporation, of which he is vice-president, has agreed to furnish the library $250,000 to buy books and keep up operating expenses until the taxes from which the library's funds are taken have been collected. The corporation will take tax anticipation warrants as collateral.

Belfast Education Bill Backs Teaching of Bible

The King's speech read at the opening of the Northern Ireland Parliament at Belfast early in March announced the impending introduction of an education bill which promises to be contentious. The measure, as described in the speech, proposed "certain amendments and additions to education acts for the purpose of making secure the position of simple Bible teaching in public elementary schools, making further provision for representation on regional and borough education committees, the better regulating of school management committees, and for other purposes calculated to increase the usefulness of measures taken by Parliament since 1922 to improve the educational system." The question at issue concerns the church influence upon schools. An act passed seven years ago when Lord Londonderry was Minister of Education sought to abolish the old systems of denominational education and to transfer control of the schools from the churches to elected authorities with the schools financed by local and state taxation.

Sweden Gets Big Education Parley

From August 25 to 29 the World Association for Adult Education proposes to hold a conference at Brunsvik Sorvik, Sweden. The delegates will thus have at their disposal all the facilities of the Folk High School which has so often been used for trade union and other cultural occasions. The meeting, however, will not be on similar lines to the recent event at Cambridge, England, last year, for it will be what is known as a "closed conference." Although it is hoped to draw delegates from as many countries as possible and thus to make the conference as representative and international in character as possible, it is proposed to limit the number of invitations to attend. Again, while at Cambridge the discussions ranged over every sphere of adult education, in Sweden they will be limited to the consideration of one subject, "The Relation of the State to Adult Education."

$500,000,000 Spent On Higher Education

A half-billion dollars was poured into the college tills for education in 1927-28, according to Walter J. Greenleaf, associate specialist in higher education, Office of Education This represents the income and receipts, exclusive of additions to endowment, of the 1,071 colleges and universities reporting. Tuitions and educational fees paid by 919,381 students accounts for a fourth of the amount; twenty-three per cent. was appropriated by state and city governments; thirteen per cent. was private benefaction; twelve per cent, income from endowment; ten per cent. gross income from room and board charges, and twelve per cent. was obtained from miscellaneous sources, and the United States contributed $17,000,000. More than $50,000,000 was added to permanent endowment through private gifts.

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The BOOK TABLE

STANDARD TESTS, A HANDBOOK FOR THE CLASSROOM TEACHER. By Charles Russell, Ph.D., Massachusetts State Normal School at Westfield. Cloth. 516 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Dr. Charles Russell has been a skillful learner of ways and means of teaching, and an artist in helping others to learn how to teach and practice what they learn about teaching.

With his customary tact Dr. Russell raises tests and measurements above the routine of the foot rule and tin-measure idea to service of tests and measurements in the creation of radio.

He transforms a mechanic into an artist, a hearer of a recitation into a scientist, a teacher of a subject into the creator of genius.

Dr. Charles Russell makes "Standard Tests" a masterpiece in literature of education.

DAILY DRILLS FOR BETTER ENGLISH. By Edward H. Webster, State Teachers College, Montclair, New Jersey. Cloth. 398 pages. Yonkers-on-Hudson, New York: World Book Company.

This is a skillfully arranged book for practice in the use of English in the senior high school and early college years.

In every way the plan is to establish correct and effective use of oral and written English from spelling and reading to attractive and forceful writing. The key to appreciation and use of Better English is the scheme for self-help and self-measurement of achievement.

BUSINESS COMMUNICATION, CUSTOMS, ART AND MECHANISM. By Carl Lewis Altmaier, Drexel Institute, Philadelphia. Cloth. 496 pages. New York: The Macmillan Company

This is an intensely practical text, of which the best description is that "it functions with life."

In an unusual way it meets modern ways and means in the daily life in all varieties and conditions of trade as it has multiplied its complexities.

No one can succeed in any line of business in 1930 who tries to do the same business as he did it in 1920.

This book has the Drexel Institute spirit which makes economic advantage subordinate to "interesting good will among men and among nations."

HOME NURSING AND CHILD CARE. By C. E. Turner, Massachusetts Institute of Technology, Nell Josephine Morgan, graduate of Johns Hopkins Training School for Nurses, and George B. Collins, Malden, Mass. Malden Health Series. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Dr. Turner has demonstrated in several ways that he is an artist in the creation of school books that are scientifically accurate, skillfully appealing to children, and helpful to teachers in getting tangible results in improved health.

He is none the less masterful in calling to his aid men and women whose achievements have attracted wide attention, so that his books catch the spirit of America-mindedness.

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SECOND YEAR LATIN. By Fred S. Dunham, Lincoln School, Cleveland. 616 pages. Philadelphia, Chicago, Toronto, Atlanta, San Francisco, Dallas: The John C. Winston Company.

This is a skillful professional plan to promote an interesting and intelligent study of Latin by means of new kinds of helps, special word study, and special grammar study.

The traditional static is supplanted by a genuine dynamic interest, making the Latin class as much up-to-date as English literature. A new era has dawned in the high school study of Latin.

PUPIL ACTIVITY. English Series. Book Seven. By Thomas J. Kirby and Millington F. Carpenter, both of University of Iowa, and Thomas A. Knott, Editor, Webster's New International Dictionary. Illustrated by R. M. Brinkerhoff. New York, Chicago: Harcourt, Brace and Company.

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Iowa State University is breaking into school book literature skillfully, and the Kirby-Carpenter Series keeps the pace admirably.

ASSEMBLY PROGRAMS. By M. Channing Wagner, Assistant Superintendent, Wilmington, Delaware. The Extra-Curricular Library. New York: A. S. Barnes and Company.

The school assembly represents the immense improvement in education under the inspiration of achievement. The Platoon System first magnified the use of the assembly hall, and now the assembly period has become the inspiration half hour of the day.

M. Channing Wagner herein gives guiding policies in preparing "Assembly Programs."

Books Received

"The Problem and Practice Arithmetics," Book 3. By Smith, Luse and Morss.—"Standard Tests." By Russell.—"The American People and Their Old World Ancestors." By Vollintine.—"Educational Biology." By Eikenberry and Waldron.—"Students' Objective-Test Manual." By Howard C. Perkins. Boston: Ginn and Company.

"Home Nursing and Child Care." By Turner, Morgan and Collins.—"Mastery World List," Grades 2-8. By Smith and Bagley.—"Physiology and Health." By Turner.—"A Guide for the Study of Plants."—By M. E. Smallwood. — "Primary Arithmetic Pad," No. 2. By Robertson and Rugg. Boston: D. C. Heath and Company.

"Makers of the Nation." By Coe.—"How the World is Housed." By Carpenter.—"Founders of Our Country." By Coe.—"The Ways We Travel." By Carpenter.—"Workbook for Elson's Modern Times." By H. W. Elson and D. V. Elson. New York City: American Book Company.

"My Vocational Guidebook." By Rogers and Belman. Milwaukee, Wisconsin: Bruce Publishing Company.

"Carnegie Corporation of New York." Report. New York City: Carnegie Corporation.

"The Junior College Curriculum." Edited by W. S. Gray. Chicago, Illinois: Chicago University Press.

"Directed Study Guides, for Seeing America, Farm and Field." By A. Leonhardy, G. H. Hogoboom and Elizabeth Van Patten. New York City: The Macmillan Company.

"The Development of the United States." By Shortridge. — "Practical Studies in Composition." By Johnson, Searcy and Charters. New York City: The Macmillan Company.

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Customer—"Tell me, what is the difference between a speculation and an investment?"

Banker—"Well, if you're lucky it's an investment, and if you're unlucky it's a speculation."

Identified

"Come, come, my man, you've been looking around here a long time without buying. What do you want?"

"Guess I want another floorwalker," replied the old gentleman. "I'm the new owner."

Lively and Lovely

She was giving an order to the grocer.

"And I require some cheese," she said.

"Yes, miss," replied the grocer, smiling amiably; "I have some lovely cheese."

"You should not say 'lovely cheese'!" said the customer severely.

"But why not, miss? It is lovely cheese!"

"Because"—she tried to combine maidenly modesty with an air of learning—"because lovely should only be used to qualify something that is alive."

The grocer's smile broadened as he glanced at the Gorgonzola.

"Well, miss," he said, "I'll stick to 'lovely'!"

Slow Motion

Proprietor—"Monsieur will have snails? We are famous for them."

Diner—"I know, one served me when I was here yesterday."

Zoo

"Everybody in our family is some kind of an animal," remarked Tommy.

"What do you mean?" asked his mother.

"Why, mother, you're a dear, you know."

"Yes, Tom, and the baby is mother's lamb."

"Well, I'm the kid, sister is a chicken, aunt is a cat; cousin Kate is a bird, and Uncle Jim is a jackass, and little brother a pig; dad's the goat an'—"

"That's enough, Thomas, you can go out and play."

Some Money

Two small boys were boasting about the wealth of their respective fathers.

"My father," said one, "has so much money that he doesn't know how to spend it."

"That's nothing," retorted the other, "my father has got so much that my mother doesn't know how to spend it."

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I Am Education

By Henry Van Dyke

I bear the torch that enlightens the world, fires the imagination of man, feeds the flame of genius. I give wings to dreams and might to hand and brain.

From out the deep shadows of the past I come, wearing the scars of struggles and the stripes of toil, but bearing in triumph the wisdom of all ages. Man, because of me, holds dominion over the earth and sea; it is for him I leash the lightning, plumb the deep, shackle the ether.

I am the parent of progress, creator of culture, molder of destiny. Philosophy, science and art are the works of my hand. I banish ignorance, discourage vice, disarm anarchy.

Thus have I become freedom's citadel, the arm of democracy, the hope of youth, the pride of adolesence, the joy of age. Fortunate the nations and happy the homes that welcome me.

The school is my workshop; here I stir ambitions, stimulate ideals, forge the keys that open the door to opportunity. I am the source of inspiration; the aid of aspiration. I am irresistible power.

What Education Means

Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers and then leaving them to turn their arithmetic into roguery, and their literature into lust.

It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual, and difficult work, to be done by kindness, by watching, by warning, by precept, and by praise, but above all—by example. —John Ruskin.

Passion Play of 1930

The year 1930 will witness the decennial Passion play given in Oberammergau, Bavaria (Germany), which was last performed in 1922 (the 1920 performance was postponed two years because of the World War). In 1633 the village of Oberammergau was swept by an epidemic of the Black Plague; when this scourge was lifted the villagers, in gratitude, pledged themselves to enact the Passion of Christ every ten years. This was done until 1674, when the date was changed to years ending with a cipher. The Passion Play has been performed ever since, every decade, except in the year 1870, when the Franco-Prussian War prevented.

The Passion play is internation-

ally famous, and its performance attracts thousands of tourists to Oberammergau during the year of presentation. The play runs through eight hours, and is given every Sunday throughout the summer. Many people who have not seen it think the Passion play enacts the life of Christ. This is not the case. The Passion play presents the Passion of Christ; that is, the events and suffering of the week before and including the crucifixion; also the ascension.

The Oberammergau Passion play is remarkable because the entire population of the village takes part. In the years intervening between performances the villagers live as nearly as possible in the roles they hope to fill in the play. Parts are awarded by popular election. Anton Lang played the part of Christ three successive times, the last time in 1922. His cousin, Alois Lang, has been chosen to play Christus in 1930. Alois Lang played the High Priest Nathaniel in 1922.

According to Webster's New International Dictionary passion comes from the Latin verb meaning "to suffer." Its earliest meaning in English was: "A suffering or enduring of imposed or inflicted pain." Passion, usually capitalized, means "Originally, and usually, the suffering of Christ on the cross; or, often, his sufferings between the night of the Last Supper and his death, thus including the agony in Gethsemane."

The word passion came to mean a "capacity of being affected by external agents," then "intense or high-wrought emotion."

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